DOCUMENT RESUME

ED 369 023 CG 025 371

AUTHOR Claus, Richard N.; Quimper, Barry E.
TITLE Dropout Study 1992-93. An Approved Report of the Department of Evaluation, Testing, and Research.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Apr 94
NOTE 55p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Persistence; Dropout Characteristics; Dropout Rate; *Dropout Research; *Dropouts; High Schools; Secondary School Students; Student Attrition
IDENTIFIERS *Saginaw City School System MI

ABSTRACT

This is the third edition of a new generation of reports on dropouts for the school district of Saginaw, Michigan. The dropout rate is specified as the percentage of students who leave school in any one year, adjusting for those who moved in and out of the district, whereas retention rate is defined as the percentage of ninth graders who graduate from high school within four years. Of Saginaw's 2,849 secondary students, 4.9% voluntarily terminated their high school education from October 3, 1992 to September 24, 1993. All of these dropouts were senior high students, with 36.4% of this group being 17 year olds. Of the total, 66% were male and 34% were female. Systemwide the number and percent of male dropouts was 1.9 times that of females; the rate of females dropping out is declining while the rate of males is increasing. Black students comprised the largest enrollment group--54.6% of all students--and they constituted the largest group dropping out, i.e., 60.7% of all dropouts. The most cited reason given by students for dropping out was "lack of interest." No students dropped out due to expulsion, marriage, parental influence, academic failure, poor peer relationships, poor pupil staff relationships, military service, or employment. The study recommends methods for more accurate counting and suggests ways to curtail dropping out. Also included are eight appendices which summarize dropout and retention data, an example of pupil head count reports, and dropout statistics by gender, grade, school year, school, racial/ethnic background, and reason. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 369 023

EVALUATION REPORT

DROPOUT STUDY

1992-93

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Claus

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CG025371

BEST COPY AVAILABLE

DROPOUT STUDY

1992-93

An Approved Report of the

Department of Evaluation, Testing, and Research

Richard N. Claus, Ph.D.
Manager, Program Evaluation

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Foster B. Gibbs, Superintendent
School District of the City of Saginaw

April, 1994

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PRESENTATION OF DATA	4
Enrollment And Number Of Dropouts	4
Dropout Data By Gender	5
Dropout Data By Grade	7
Dropout Data By Age	9
Dropout Data By Racial/Ethnic Background	10
Dropout Data By Reason	13
SUMMARY	15
RECOMMENDATIONS	17
APPENDICES	19
Appendix A: Dropout Retention Summary Report - 1992/93	20
Appendix B: 1993 Pupil Headcount Report	21
Appendix C: Dropouts By Building And School Year	38
Appendix D: Male and Female Dropouts by Building And School Year	39
Appendix E: Dropouts By Grade And School Year	41
Appendix F: Dropouts By Age And School Year	42
Appendix G: Dropouts By School Year And Racial/Ethnic Background	43
Appendix H: Dropouts By Reason And School Year	44

LIST OF TABLES

Table		Page
1	Enrollment And Dropouts	4
2	Males And Females Dropping Out	6
3	Dropouts By Grade	7
4	Dropouts By Age	9
5	Dropouts By Racial/Ethnic Enrollment	12
6	Dropouts by Reason	14
C-1	Dropouts By Building And School Year	38
D-1	Male Dropouts By Building And School Year	39
D-2	Female Dropouts By Building And School Year	40
E-1	Dropouts By Grade And School Year	41
F-1	Dropouts By Age And School Year	42
G-1	Dropouts By School Year And Racial/Ethnic Background	43
H-1	Dropouts By Reason And School Year	44

Introduction

This dropout report is the third edition of a new generation of reporting on dropouts. The School District of the City of Saginaw has, for more than 25 years, annually reported on the rate and nature of the drop-out population. In the past, the annual dropout reports were tailored to our own organizational scheme (i.e., K-6, 7-9 and 10-12) and reported dropout rates for grades 7-9, 10-12 and 7-12.

Prior to 1989, the State of Michigan conducted a dropout study every other year for grades 9-12. It was published one or two years after the collection of the data. The State chose the 9-12 grade span because it coincided with the graduation credits which students begin to accumulate in grade 9. The State's study also differed from Saginaw's slightly on the definition of a dropout, the time period of its study, how transfers to adult education were treated, etc.

The district continued its own annual study to provide counselors and administrators with timely data on the size and scope of the dropout population and to guide efforts to reduce the number of students dropping out. The local study fit our need to report annually to our public and reflected our school system's 7-12 secondary organization. Thus, the local study continued to be the primary source of dropout information and guided local policy making decisions at the board of education, central administration, and school building levels.

Public Act 25 (PA-25) required local school districts to report to the State from a day after fourth Friday to fourth Friday of the next school year an annual retention and dropout rate (with the current study this is from October 3, 1992 to September 24, 1993). The retention rate was defined as the percentage of ninth graders who graduate from high school within four

years, adjusting for the students who moved in and out of the district and to alternative programs. The dropout rate was defined as the percentage of students who leave school in any one year, again, adjusting for those who moved in and out of the district. The local district was to supply the Michigan Department of Education with the raw data using software supplied by the State through the intermediate school districts. This software would, as part of the entry process, supply the district with the appropriate percentages and information. The new annual study required by PA-25 used a new definition of a dropout and a new formula to calculate the dropout rate.

With the advent of PA-25, it was decided that rather than continue dual dropout studies, the school district would conduct only the state mandated annual study. However, data would be analyzed by reason for the drop, gender, race, age, etc., elements that are not included in the State's study. This practice should lessen confusion, provide longitudinal dropout data, and avoid duplication of effort in doing two studies. For the above reasons, **the 1990-91 Dropout Study should be regarded as new baseline information.** The 1992-93 Dropout Study is the second report that can be compared to the new baseline.

This report, as the 1990-91, will show the dropout rate for grades 9-12. The base for calculations (the prior year's fourth Friday enrollment count) is adjusted for students coming into the district, leaving for other school districts, transfers to alternative education programs, retentions, etc. (See Appendix A for the calculations of this year's adjusted enrollment counts.) The raw data for the study are collected by building staff and sent to Child Accounting as part of the 1993 Pupil Head Count Report required by the State. (See Appendix B for a copy of the forms used to supply this data for 1990-91 study). The Evaluation Department, working with data obtained from the Child

Accounting Office, summarizes and analyzes these to provide the information presented in the tables and narrative that follow. Note that this is only the fourth year of data gathering as required by PA-25. Some problems and inconsistencies still exist in the process as noted at the bottom of the table in Appendix A.

This is the second year that longitudinal data will be compiled. It is hoped that the data collection process will be clarified and refined so that more accurate counts of students transferring into and out of the district are obtained. In future years, it is hoped that counts will balance and estimations as indicated in the footnote at the bottom of the table in Appendix A will no longer be necessary. Some of the problems rest with the State's selection of a head count procedure/formula suitable for small school districts having a single junior and senior high school. This procedure may not be workable for larger districts having a number of junior and high school sites along with high student mobility rates.

Presentation of Data

Enrollment and Number of Dropouts

The number and percent of dropouts reported for each building during 1992-93 are contained in Table 1 below.

Table 1

Enrollment and Dropouts

Building	Adjusted Fourth Friday Head Count*	Dropouts		
		#	% of Bldg. Head Count	% of All Dropouts
Central Jr.	210	0	0.0	0.0
North Int.	165	0	0.0	0.0
South Int.	252	0	0.0	0.0
Webber Jr.	205	0	0.0	0.0
Subtotal	832	0	0.0	0.0
Arthur Hill	1,180	45	3.8	32.1
Saginaw High	837	95	11.4	67.9
Subtotal	2,017	140	6.9	100.0
TOTAL	2,849	140	4.9	100.0

*Head counts at junior high buildings are for ninth grade only. Senior high counts include all grades 10, 11 and 12.

A review of the data contained in Table 1 reveals that:

- Systemwide, 140 (4.9%) of the 2,849 secondary students in grades 9-12, dropped out prior to graduation.

  --Of the 2,849 secondary students:

  - 832 (29.2%) were junior high (ninth grade) students and
  - 2,017 (70.8%) were senior high students.

  --Of the 140 dropouts:

  - 0.0% (0) were junior high (ninth grade) students and
  - 100.0% (140) were senior high students.

- By level:

  --None of 832 junior high (ninth grade) students dropped out.
  --140 of 2,017 senior high students (6.9%) dropped out.

- Across all secondary buildings:

  --The largest number of students dropping out at a building occurred at Saginaw High (95) and
  --Over two-thirds of all dropouts (67.9%:95 of 140) left Saginaw High. Also, in terms of percent of enrollment Saginaw High (11.4%) had a greater dropout rate than Arthur Hill (3.8%).

Reviewing the longitudinal data in Appendix C it can be seen that:

- The current rate of 4.9% district-wide is the second lowest reported compared to the first year base (6.4%). Last year the rate was 4.4%.

- The current rate of 0.0% and 4.9% at the junior high and high school levels respectively is the lowest reported for the three year period. Last year, the rates were 1.0% and 5.5% respectively.

- By building the slowest growth in rate for the senior high school was with Arthur Hill going from 2.8% to the current 3.8%.

Dropout Data by Gender

Table 2, below, contains the number of males and females dropping out by building during the 1992-93 school year.

Table 2

Males and Females Dropping Out

Building	GENDER						Total
	Males			Females			
	#	% of Gender	% of Building Total	#	% of Gender	% of Building Total	
Central Jr.	0	0.0	0.0	0	0.0	0.0	0
North Int.	0	0.0	0.0	0	0.0	0.0	0
South Int.	0	0.0	0.0	0	0.0	0.0	0
Webber Jr.	0	0.0	0.0	0	0.0	0.0	0
Subtotal	0		0.0	0		0.0	0
%		0.0			0.0		
Arthur Hill	25	27.5	55.6	20	40.8	44.4	45
Saginaw High	66	72.5	69.5	29	59.2	30.5	95
Subtotal	91		65.2	49		34.8	140
%		100.0			100.0		
Total	91			49			140
% of Total			100.0			100.0	
% of Gender		100.0			100.0		100.0

Reviewing the data contained in Table 2, it can be seen that:

- Systemwide, the number and percent of male dropouts (91:65.0%) was approximately 1.9 times that of females (49:35.0%).

  --Of the 91 male dropouts; all 91

  - were senior high students.

  --Of the 49 female dropouts; all 49

  - were senior high students.

- By school, the data indicate that a greater number of males than females drop out at both Arthur Hill and Saginaw High schools (25 versus 20 and 66 versus 29 respectively).

Reviewing the longitudinal data in Appendix D it can be seen that:

- The rate of females dropping out has declined from 42.4% last year to 35.0% for 1992-93.
- The rate of males dropping out has increased from 57.6% last year to 65.0% currently.

Dropout Data by Grade

Table 3 below contains the number and percent of dropouts for 1992-93 by building and grade.

Table 3

Dropouts by Grade

	GRADE				
Building	9	10	11	12	Total
Central Jr.	0	NA[1]	NA	NA	0
North Int.	0	NA	NA	NA	0
South Int.	0	NA	NA	NA	0
Webber Jr.	0	NA	NA	NA	0
Subtotal	0	NA	NA	NA	0
Arthur Hill	NA	16	15	14	45
Saginaw High	NA	21	32	42	95
Subtotal	NA	37	47	56	140
Number	0	37	47	56	140
TOTAL % of Dropouts	0.0	26.4	33.6	40.0	100.0
Grade Enrollment	832	694	693	630	2,849
% of Total Gr. Enroll.	29.2	24.4	24.3	22.1	100.0

[1]NA = Not Applicable.

A review of the data contained in Table 3 reveals that:

- Systemwide, the number and percent of dropouts was:

  --Largest at grade 12 (56:40.0%) and
  --Smallest at grade 9 (0:0.0%).

An examination of the longitudinal data (Appendix E) reveals that:

- The pattern of 1990-91 with grade ten having the greatest number of dropouts and then it falling off in both grade directions has been radically altered with the greatest number dropping at twelfth grade and the number falling off as you descend the grade levels to ninth grade remains similar for both 1991-92 and 1992-93.

Dropout Data by Age

Table 4 below contains information relative to the ages of students who drop out between the age ranges of 14 through 20 and over.

Table 4

Dropouts By Age

Building	A G E							Total
	14	15	16	17	18	19	20 & Over	
Central Jr.	0	0	0	0	0	0	0	0
North Int.	0	0	0	0	0	0	0	0
South Int.	0	0	0	0	0	0	0	0
Webber Jr.	0	0	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0	0	0
%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Arthur Hill	0	3	11	16	13	2	0	45
Saginaw High	0	4	23	35	19	8	6	95
Subtotal	0	7	34	51	32	10	6	140
%	0.0	5.0	24.3	36.4	22.9	7.1	4.3	100.0
Number	0	7	34	51	32	10	6	140
TOTAL % of Dropouts	0.0	5.0	24.3	36.4	22.9	7.1	4.3	100.0

Reviewing the information contained in Table 4, it can be seen that:

- Systemwide, the largest number and percent of dropouts were 17 years old (51:36.4%).

  --There were no junior high dropouts.
  --At the senior high level, the greatest number and percent dropping out (51:36.4%) were 17 years old.

- The number and percent of students dropping out steadily increases from age 15 to age 17 (7:5.0% to 51:36.4%), and then decreases from age 17 to age 20 and older (51:36.4% to 6:4.3%).

- Of the 140 dropouts, approximately two-thirds of the number and percent of students dropped out prior to their eighteenth birthday (92:65.7%) while a third dropped out at their eighteenth birthday or older (48:34.3%).

A longitudinal examination of the data (see Appendix F) reveals that:

- The age at which a student is most likely to dropout was 17 for 1990-91, 18 for 1991-92, and again 17 for the 1992-93 school year.

- The combined percent of 19 and over aged dropouts has decreased from 13.4% for 1990-91 to 11.4% for 1992-93.

Dropout Data by Racial/Ethnic Background

Reviewing the racial/ethnic data contained in Table 5 below, it can be seen that:

- Systemwide, of all dropouts (140), the greater number and percent were:

  -- Black students (85:60.7%), followed by
  -- Hispanic (30:21.4%), and
  -- White (25:17.9%).
  -- No Asian/Pacific Islander, and
  -- No American Indian/Alaskan Native students dropped out.

- Examining dropout rates for students within a racial/ethnic category, systemwide it can be seen that:

  -- The highest dropout rate was incurred by Hispanic students (7.8%);
  -- The next largest rate (5.5%) was reported for Black students; and
  -- White students evidenced a 3.2% dropout rate.
  -- The lowest rates - there were none - were for Asian/Pacific Islander and American Indian/ Alaskan Native students (0.0%).

- At the senior high school level, the percent of Hispanic dropouts (11.5%) was the highest reported for any group.

- Comparing the racial/ethnic composition of the district (grades 9-12) expressed as a percentage with the percentage of dropouts from each racial/ethnic group, it can be seen that:

  -- The dropout percentage was <u>disproportionately high</u> in relation to the district's racial/ethnic percentage for the following groups:

     - Hispanic students (17.9% versus 11.2%, or a ratio of 1.59), and
     - Black students (60.7% versus 54.6%, or a ratio of 1.11).

  -- The dropout percentage was <u>disproportionately low</u> in relation of the district's racial/ethnic percentage for the following groups:

     - American Indian/Alaskan Native students (0.0% versus 0.1%, or a ratio of 0.00),
     - Asian/Pacific Islander students (0.0% versus 0.9%, or a ratio of 0.00), and
     - White students (21.4% versus 33.2%, or a ratio of 0.64).

A review of the longitudinal data contained in Appendix G reveals that:

- For the last three years,

  -- The percent of Black and Hispanic dropouts has exceeded the percent of their district enrollment.

  -- The percent of White dropouts has been below the percent of their district enrollment.

Table 5

Dropouts by Racial/Ethnic Enrollment

BUILDING	BLACK			WHITE			HISPANIC			ASIAN/ PACIFIC ISLANDER			AMERICAN INDIAN/ ALASKAN NATIVE			TOTAL		
	Enrollment	Dropouts #	Dropouts %[1]	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %	Enrollment	Dropouts #	Dropouts %
Central	195	0	0.0	5	0	0.0	10	0	0.0	0	0	0.0	0	0	0.0	210	0	0.0
North Intermediate	48	0	0.0	96	0	0.0	17	0	0.0	4	0	0.0	0	0	0.0	165	0	0.0
South Intermediate	50	0	0.0	150	0	0.0	50	0	0.0	2	0	0.0	0	0	0.0	252	0	0.0
Webber Jr.	177	0	0.0	3	0	0.0	25	0	0.0	0	0	0.0	0	0	0.0	205	0	0.0
Subtotal	470	0	0.0	254	0	0.0	102	0	0.0	6	0	0.0	0	0	0.0	832	0	0.0
% of Jr. High Dropouts			0.0			0.0			0.0			0.0			0.0			0.0
Arthur Hill High	290	8	2.8	684	27	3.9	184	10	5.4	19	0	0.0	3	0	0.0	1,180	45	3.8
Saginaw High	795	77	9.2	7	3	42.8	34	15	44.1	1	0	0.0	0	0	0.0	837	95	11.4
Subtotal	1,085	85	7.8	691	30	4.3	218	25	11.5	20	0	0.0	3	0	0.0	2,017	140	6.9
% of Sr. High Dropouts			60.7			21.4			17.9			0.0			0.0			100.0
TOTAL Number	1,555	85	5.5	945	30	3.2	320	25	7.8	26	0	0.0	3	0	0.0	2,849	140	4.9
TOTAL % of all Dropouts			60.7			21.4			17.9			0.0			0.0			100.0
TOTAL % of Enrollment			54.6			33.2			11.2			0.9			0.1			100.0

[1] Percent of building enrollment.

Dropout Data by Reason

Table 6 on the following page indicates the reasons students voluntarily terminated their high school careers. A review of the information shows that:

- Systemwide, the greatest number and percent (124:88.6%) of students left due to "lack of interest". The second most frequently cited response was "school status unknown" (7:5.0%).
- By level, the greatest number and percent of students dropping out:
  - --At the junior high level there were no dropouts.
  - --At the senior high (124:88.6%) left for "lack of interest".
- Systemwide, no students dropped out of school due to expulsion, marriage, parental influence, academic failure, poor pupil-staff relationship, poor peer relationships, military service, or employment.

Reviewing the longitudinal data (see Appendix H), it can be seen that:

- "Lack of interest" continues to be the most frequently recorded reason for dropping out of school for both the last and the current years.
- For the second year since 1990-91, military service failed to surface as a reason for dropping out.

Table 6

Dropouts by Reason

REASON	SCHOOL										TOTAL	
	Central	North	South	Webber	Jr. High Subtotal #	Jr. High Subtotal %	Arthur Hill	Saginaw High	Sr. High Subtotal #	Sr. High Subtotal %	#	%
Left: School Status Unknown	0	0	0	0	0	0.0	1	6	7	5.0	7	5.0
Expulsion	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Suspension	0	0	0	0	0	0.0	3	0	3	2.1	3	2.1
Pregnancy	0	0	0	0	0	0.0	1	0	1	0.7	1	0.7
Marriage	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Non-Attendance Due To:												
Parental Influence	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Lack of Interest	0	0	0	0	0	0.0	35	89	124	88.6	124	88.6
Academic Failure	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Poor Pupil-Staff Relationships	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Poor Peer Relationships	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Unknown	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Extended Illness	0	0	0	0	0	0.0	2	0	2	1.4	2	1.4
Military Service	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Employment	0	0	0	0	0	0.0	0	0	0	0.0	0	0.0
Other	0	0	0	0	0	0.0	3	0	3	2.1	3	2.1
TOTAL	0	0	0	0	0	0.0	45	95	140	99.9*	140	99.9*

*Due to rounding.

Summary

As mentioned earlier, this is the third edition of a new generation of dropout reports. Between 1964 and 1989 the School District of the City of Saginaw annually reported the dropout rate for grades 7-12. The new report focuses on student dropouts in grades 9-12 as part of reporting practices required under Public Act 25 (PA-25) of 1990. PA-25 defines the dropout rate as the percentage of students in grades 9-12 who leave school in any one year, adjusting for those who move in and out of the district and to alternative programs.

One hundred forty (140), or (4.9%) of Saginaw's 2,849 secondary students in grades 9-12 voluntarily terminated their high school education between October 3, 1992 - September 24, 1993. This year's report rate of 4.9% represents an **increase** in the dropout rate from last year's rate of 4.4%. Of that number, none were ninth grade students at the junior high school level and all 140 (100.0%) were senior high students.

Of the 140 dropouts, approximately 66% were male and 34% female. This ratio was different for the senior highs with Saginaw High showing 69.5% males and 30.5% females and Arthur Hill showing 55.5% males and 44.5% females.

The greatest number and percent of dropouts (56 or 40.0%) occurred at twelfth grade. The smallest number and percent of students dropping out at a grade level occurred at ninth grade (0 or 0.0%).

Seventeen year olds comprised the largest group of students dropping out at any age level (51 or 36.4%). The number and percent of students dropping out steadily increased from age 14 to 17 and steadily decreased from age 17 to 20 and older. The combined percent of 17 and 18 year olds dropping out was 59.3%.

The racial/ethnic composition of the 1992-93 dropout population is summarized below.

Group	Ethnic Group Percentage of Enrollment	Number of Dropouts	Percentage of Dropouts	Percentage of Racial/Ethnic Group Dropping Out
Black	54.6	85	60.7	5.5
White	33.2	30	21.4	3.2
Hispanic	11.2	25	17.9	7.8
Asian/Pacific Islander	0.9	0	0.0	0.0
American Indian/ Alaskan Native	0.1	0	0.0	0.0

Black students comprised the largest enrollment group (54.6% of the student population at these grade levels) and the largest group dropping out (60.7% of all dropouts). The percent of Hispanic dropouts (17.9%) was also greater than their percentage of district enrollment (11.2%). Hispanics also evidenced the highest percentage by their ethnic group dropping out (7.8%). Asian/Pacific Islander and American Indian/Alaskan Native students comprised the two lowest percents of students enrolled (0.9% and 0.1% respectively).

The most frequently cited reason given for students dropping out is "lack of interest". This year, no students dropped out due to expulsion, marriage, parental influence, academic failure, poor peer relationships, poor pupil-staff relationships, military service, or employment.

RECOMMENDATIONS

Being the third in a new generation of dropout reports, this document represents a new level of sophistication in the calculation of the dropout rate. The rate is calculated on an adjusted fourth Friday enrollment count that takes into account transfers into our district, transfers out of our district, transfers to alternative education sites, retentions in grade, and midyear promotions through the next fourth Friday (see Appendix A for further details relative to the adjustments). The process of arriving at this adjusted count is not without its difficulties at both the building and State levels. Difficulties arise in applying the formula in a large district like Saginaw, which have numerous schools and high student mobility. Errors at both levels required the district's Child Accounting Office to use approximations and estimates in arriving at an adjusted enrollment count. In an effort to arrive at a more accurate count, the following recommendations are made:

1. The Child Accounting Office should work with the State to iron out the difficulties in calculating accurate adjusted enrollment counts. A special effort is necessary for the State to understand the nature of inaccuracies possible for large urban districts with high mobility, high numbers of midyear promotions and large numbers of students taking part in open-enrollment (a form of "schools of choice" option). **The hope is that the State can develop operational guidelines to help larger districts more accurately account for student mobility.**

2. A special meeting should be called for district personnel responsible for collecting and reporting mobility and dropout data. The Child Accounting Office and the Evaluation Department should jointly be involved in clarifying procedures and processes related to recording student mobility and dropout data.

Since the dropout rate of 4.9% for grades 9-12 is a slight increase in the past rate (4.4%), certain areas within the current reported results seem to merit further attention.

Certainly, the prevalence of dropouts who are Black, Hispanic, males, 16, 17 or 18 years old, or in the eleventh or twelfth grades calls for special attention. The key, however, probably lies in determining what are the causes for "lack of interest" being the main reason cited for dropping out.

In addition, counselors and principals must continue to keep in contact with students and their families. These contacts provide us the data and insights into understanding the dropout problem and a means to help reduce the likelihood of students becoming dropouts.

APPENDICES

APPENDIX A

DROPOUT/RETENTION SUMMARY REPORT-1992/93

	GRAD 9	GRD 10	GRD 11	GRD 12	GRADS	TOTAL
ENROLLMENT-PRIOR YR:						
CENTRAL	169				N/A	169
NORTH	230				N/A	230
SOUTH	263				N/A	263
WEBBER JR.	228				N/A	228
AHHS		419	442	438	N/A	1,299
SHS		295	288	305	N/A	888
TOTAL	890	714	730	743	N/A	3,077
TRANSFER IN (+):						
CENTRAL	11				N/A	11
NORTH	19				N/A	19
SOUTH	21				N/A	21
WEBBER JR.	19				N/A	19
AHHS	37	47	19	14	N/A	117
SHS	28	35	30	6	N/A	99
TOTAL	135	82	49	20	N/A	286
TRANSFER OUT (-):						
CENTRAL	16				N/A	16
NORTH	24				N/A	24
SOUTH	26				N/A	26
WEBBER JR.	35				N/A	35
AHHS	31	46	51	14	N/A	142
SHS	34	22	21	11	N/A	88
TOTAL	166	68	72	25	N/A	331
TRANSFER TO ALT (-):						
CENTRAL	5				N/A	5
NORTH	1				N/A	1
SOUTH	6				N/A	6
WEBBER JR.	7				N/A	7
AHHS	4	24	35	19	N/A	82
SHS	4	9	43	18	N/A	74
TOTAL	27	33	78	37	N/A	175
RETAINED IN PR GRD (-):						
CENTRAL					N/A	0
NORTH					N/A	0
SOUTH					N/A	0
WEBBER JR.					N/A	0
AHHS				12	N/A	12
SHS				24	N/A	24
TOTAL	0	0	0	36	N/A	36
RETAINED CRT GRD (+):						
AHHS			12		N/A	12
SHS			24		N/A	24
TOTAL	0	0	36	0	N/A	36
GRADE/SCHOOL ADJUSTS						
AHHS	-61	-11	18	-7		-61
SHS	61	10	10	-20		61
TOTAL	0	-1	28	-27		0
FORMULA ADJUSTS[A]						
AHHS	N/A	N/A	N/A	-10		-10
SHS	N/A	N/A	N/A	2		2
TOTAL	N/A	N/A	N/A	-8		-8
ADJUSTED COUNT:[B]						
CENTRAL	N/A	210				210
NORTH	N/A	165				165
SOUTH	N/A	252				252
WEBBER JR.	N/A	205				205
AHHS	N/A		385	405	390	1,180
SHS	N/A		309	288	240	837
TOTAL	N/A	832	694	693	630	2,849
ACTUAL CURRENT YEAR:						
AHHS	N/A	417	369	390	376	1,552
SHS	N/A	415	288	256	198	1,157
TOTAL	N/A	832	657	646	574	2,709
STUDENTS UNACCNTED:[C]						
AHHS	N/A	0	16	15	14	45
SHS	N/A	0	21	32	42	95
TOTAL	N/A	0	37	47	56	140
DROPOUT RATE:						
AHHS	N/A	0.00%	4.16%	3.70%	3.59%	2.82%
SHS	N/A	0.00%	6.80%	11.11%	17.50%	7.59%
TOTAL	N/A	0.00%	5.33%	6.78%	8.89%	4.91%

[A] Adjustments were made to the transfer out counts of -8 at grade 12 (-10 at AHHS and plus 2 at SHS) such that the actual count when subtracted from the adjusted count would equal the number of dropouts that were counted from the listed names given at each building. Overall, a net adjustment of -8 was made to the transfer out counts. Recommendations one and two given in the body of the report allude to the steps to be taken to allow for a more accurate future accounting without sizeable adjustments by grade.

[B] Assumes SHS to Central and AHHS to North.

[C] Assumes North & Sourth to AHHS and Central & Webber to SHS.

BEST COPY AVAILABLE

APPENDIX B

Michigan Department of Education
INFORMATION MANAGEMENT
Box 30008, Lansing, Michigan 48909

LABEL

TM-4203 8/91

Authority: Act 94, PA 1979 as amended.
Completion: Required
Direct questions regarding this form to Nancy Wing at (517) 373-3268

If any of the information printed on the label above is incorrect, please enter necessary corrections be-

1991 PUPIL HEADCOUNT REPORT

EDUCATIONAL AGENCY	Legal Name of District	District Code	Telephone - Area Code/Local
	Address	City	Zip Code

MAILING INSTRUCTION: Return one copy of the completed Part I and Part II of this report to the state address indicated above by October 30, 1991. Fourth Friday information should be based on September 27, 1991 enrollments.

Part I: District Summary Report
- I-A. Regular Program Pupil Headcount
- I-B. Alternative Program Pupil Headcount
- I-C. Pupil Headcount by Racial-Ethnic Group and Gender
- I-D. High School Graduates by Racial-Ethnic Group and Gender

Part II: Building Report
- II-A. Regular Program Pupil Headcount
- II-B. Pupil Headcount by Racial-Ethnic Group and Gender
- II-C. High School Graduates by Racial-Ethnic Group and Gender
- II-D. Worksheets (Do not return to the state.)
  1. Transfers into district
  2. Transfers out of district
  3. Transfers to Alternative Programs

CERTIFICATION:
I certify that the information submitted on this report is true and correct to the best of my knowledge.

Date: _____

Superintendent/Authorized Official _____
Signature

Contact Person _____

Telephone _____
Area Code/Local Number

NOTE: You are receiving only one copy of the forms. Please make copies for your buildings and for your files.

APPENDIX B

District Name	District Code	Telephone - Area Code
Address	City	Zip Code

PART I. DISTRICT REPORT
I - A REGULAR PROGRAM PUPIL HEADCOUNT REPORT

Grade	This Year's Fourth Friday Headcount (1)	Previous School Year's Transfers/Retentions (Since Last Year's Fourth Friday) In (2)	Out (3)	To Alternative (4)	Retained (5)
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					
Ungraded					
Nonpublic					

DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE BUILDING INFORMATION ENTERED ON ALL II-A FORMS.

1991/IN-4203

BEST COPY AVAILABLE

APPENDIX B

1. The school year for counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.

2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.

3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.

4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.

5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

APPENDIX B

Legal Name of District	District Code	Telephone - Area Code/Local No.
Address	City	Zip Code

I - C District -Pupil Headcount by Racial-Ethnic * and Gender

Pupils whose permanent records are maintained in this district.

Grade	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total By Gender		Total Headcount
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PK													
K													
1													
2													
3													
4													
5													
6													
7													
8													
Total K-8													
9													
10													
11													
12													
TOTAL													
Ungraded													
Nonpublic													

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

* (DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY TOTALING THE INFORMATION ENTERED ON ALL II-C. FORMS.

1991/IM-4203

BEST COPY AVAILABLE

APPENDIX B

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 [illegible] section 7(b) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

BEST COPY AVAILABLE

APPENDIX B

Legal Name of District	District Code Number

L - D DISTRICT - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

   A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.

   B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)

   C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.

   D. Other certificates (certificate of attendance/completion) are given for other reasons.

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total Headcount	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Regular Day School (A)												
Alternative Program (B)												
High School Completers-GED (C)												
Other Certificates (D)												

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge. _____

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge. _____

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ENTERED ON THIS SHEET IS DERIVED BY USING THE SUM OF THE INFORMATION FROM ALL II - C FORMS IN THE DISTRICT, IF APPLICABLE.

BEST COPY AVAILABLE

APPENDIX B

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

4-BACK

1991/IN-4203

BEST COPY AVAILABLE

LABEL

APPENDIX B

Building Name	Building Code	Telephone - Area Code, Local No.
Address	City	Zip Code

PART II. BUILDING REPORT
II - A REGULAR PROGRAM PUPIL HEADCOUNT

Grade (1)	This Year's Fourth Friday Headcount	Previous School Year's Transfers/Retentions (Since Last Year's Fourth Friday)			
		In (2)	Out (3)	To Alternative (4)	Retained (5)
PK					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
TOTAL					
Ungraded					
Nonpublic					

(DEFINITIONS ARE ON THE BACK SIDE OF THIS SHEET.)

SUM THE ABOVE INFORMATION FOR EACH BUILDING LEVEL AND COPY TO THE PART I - A FORM.

1991/IN-4203

BEST COPY AVAILABLE

APPENDIX B

1. The school year for these counting purposes starts on the Fourth Friday after Labor Day of one year and ends on the Thursday before the Fourth Friday after Labor Day of the next year (a twelve month period). This method is used in order to take into consideration the transferring and graduating of pupils during the summer period.

2. Transfers In is defined as students who are new enrollees in a building and whose records have been received from the school of origin. The school of origin may be either within or outside of the district.

3. Transfers Out is defined as any pupil who transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. In order to be listed in this category, pupil records must have been sent to the receiving agency. Pupils who are deceased will be placed in this category.

4. Transfer to Alternative Program is defined as any pupil who transfers to one of the alternative programs.

5. Pupils Retained represents the total number of pupils in each of grades K-12 of the previous year who were placed in the same grade on the Fourth Friday after Labor Day of this year.

Other definitions:

Pre-Kindergarten (PK) is defined as a group or class that is part of the public school population and is taught in the years preceding kindergarten and excludes Head Start pupils.

Kindergarten is defined as a half-day or alternate full-day kindergarten program for children who are five years old by December 1 of the enrollment year.

Ungraded is defined as pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

BEST COPY AVAILABLE

APPENDIX B

LABEL

Building Name	Building Code	Telephone - Area Code, Local No.
Address	City	Zip Code

II - B Building- Pupil Headcount by Racial-Ethnic* and Gender

Pupils whose permanent records are maintained in this building

Grade	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total By Gender		Total Headcount
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PK													
K													
1													
2													
3													
4													
5													
6													
7													
8													
TOTAL K-8													
9													
10													
11													
12													
TOTAL													
Ungraded													
Nonpublic													

TOTALS MUST BE EQUAL IN BOTH DIRECTIONS.

*(DEFINITIONS ARE GIVEN ON THE BACK SIDE OF THIS SHEET.)

THIS INFORMATION SHOULD BE TOTALED WITH OTHER II-B FORMS AND COPIED TO THE DISTRICT II - A FORM.

BEST COPY AVAILABLE

APPENDIX B

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

UNGRADED:

Pupils who are assigned without standard grade designation. This category usually includes those Special Education pupils who are not making normal progress toward graduating within four years.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

BEST COPY AVAILABLE

APPENDIX B

LABEL

Legal Name of Building	District name	Building Code Number

II. - C BUILDING - HIGH SCHOOL GRADUATES BY RACIAL-ETHNIC GROUP* AND GENDER

1. Count of Graduates and Completers. Please distinguish the number of graduates during the previous school year according to the following categories. (Include January/February, June and August graduates/completers.)

A. Regular graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from a regular high school program.

B. Alternative program graduates are those graduates receiving a diploma (during previous school year and subsequent summer school) from an alternative program. (e.g. Adult High School Completion Program)

C. High school equivalency certificates are given to those pupils who passed the GED test and are under 20 years of age.

D. Other certificates (certificate of attendance/completion) are given for other reasons.

Category	American Indian or Alaskan Native		Asian or Pacific Islander		Black, Not of Hispanic Origin		Hispanic		White, Not of Hispanic Origin		Total Headcount	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Regular Day (A) School												
Alternative (B) Program												
High School (C) Completers - GED												
Other (D) Completers												

2. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a two or four year degree granting college or university, to the best of the district's knowledge. _____

3. Indicate the number of graduates (from REGULAR DAY SCHOOL and ALTERNATIVE PROGRAM reported above) enrolled in a NON-DEGREE granting institution (e.g., trade, technical, vocational, or business school), to the best of the district's knowledge. _____

* (DEFINITIONS ARE CONTINUED ON THE BACK OF THIS PAGE.)

THE INFORMATION ON THIS SHEET SHOULD BE COMBINED WITH THE INFORMATION ON OTHER II - C. FORMS IN THE DISTRICT, IF APPLICABLE, AND REPORTED ON I - D FORM

APPENDIX B

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m..

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. Post Graduate (under 20 years of age)
2. Apprentice Training (under 20 years of age)
3. Practical Nurse (under 20 years of age)
4. Adult High School Completion (18 years of age and over in grades 9-12)
5. Adult Basic Education (18 years of age and over in grades 1-8)

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

* RACIAL and ETHNIC CATEGORIES - The Michigan Department of Education collects racial and ethnic data as prescribed in Directive No. 15 **, "Race and Ethnic Standards for Federal Statistics and Administrative Reporting."

This Directive provides standard classifications for recordkeeping, collection, and presentation of data on race and ethnicity in Federal program administrative reporting and statistical activities. These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any Federal program. They have been developed in response to needs expressed by both the executive branch and the Congress to provide for the collection and use of compatible, nonduplicated, exchangeable racial and ethnic data by Federal Agencies.

For the purpose of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than ONE race/ethnic group.

AMERICAN INDIAN OR ALASKAN NATIVE:

A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

BLACK, NOT OF HISPANIC ORIGIN:

A person having origins in any of the black racial groups of Africa.

HISPANIC:

A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish Culture or origin, regardless of race.

WHITE, NOT OF HISPANIC ORIGIN:

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

NOTE:

** Directive No. 15 supersedes section 7(h) and Exhibit F of OMB Circular No. A-46 dated May 3, 1974 as revised May 12, 1977.

7-BACK

BEST COPY AVAILABLE

APPENDIX B

Worksheet # 1 Building Name _____

II - D 1 - Transfers Into District/Building

(Transfers In represents any new enrollee to your district/building and whose records have been received.)

No.	Name	Date	Grade	Sending District
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.

1991/IN-4203

Worksheet # 2 Building Name _____

II - D. 2 - Transfers Out of District

(Transfers out is defined as any pupil that transfers out of a school building to another school, whether the building is in the same district, is in or out of the state, or a nonpublic school. Pupil records must have been sent to the receiving agency. For reporting purposes, pupils who have deceased will be placed in this category.)

No.	Name	Date	Grade	Receiving District
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II-A PUPIL HEADCOUNT FORM.

1991/IN-42

APPENDIX B

Worksheet # 3 Building Name: _____

II - D. 3 - Transfers to Alternative Programs

No.	Name	Date	Grade	Program Transferred To
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

The general definition of alternative program includes: (1) all adult programs; and (2) programs held outside the normal school day of 8:00 a.m. to 4:00 p.m.

The current list of programs considered to be alternative programs are those adult programs identified as a part of the present Local District Summary: Fourth Friday Membership Report:

Categories include:

1. **Post Graduate (under 20 years of age)**
2. **Apprentice Training (under 20 years of age)**
3. **Practical Nurse (under 20 years of age)**
4. **Adult High School Completion (18 years of age and over in grades 9-12)**
5. **Adult Basic Education (18 years of age and over in grades 1-8)**

If your district has another program which you would consider an alternative program, please describe it.

An alternative program does not include categorical programs such as Vocational Education, Special Education, or Compensatory Education.

1991/IN-420:

THE TOTALS BY GRADE LEVEL SHOULD BE COPIED TO THE II - A. PUPIL HEADCOUNT FORM.

BEST COPY AVAILABLE

APPENDIX B

Worksheet #4 Building Name: _____

II - E 1 - DROPOUTS (Student Mobility Not Accounted for on the other Worksheet)

No.	Name	Date of Drop	Drop Code	Grade	Gender Code	Ethnic Code	Date of Birth
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

The mobility, gender and ethnic codes given below are those as used on our "notice of leaving" and/or "student enrollment" cards. Please specify them above in the appropriate columns.

Drop Code	Explanation
101	Released due to **MARRIAGE**
102	Released due to **MILITARY SERVICE**
103	Released due to **EMPLOYMENT**
107	Released due to **EXPULSION**
*108	Released due to **SUSPENSION**
109	Released due to **PREGNANCY**
110	Released due to **NON-ATTENDANCE, PARENTAL INFLUENCE**
120	Released due to **NON-ATTENDANCE, LACK OF INTEREST**
130	Released due to **NON-ATTENDANCE, ACADEMIC FAILURE**
140	Released due to **NON-ATTENDANCE, POOR PUPIL/STAFF RELATIONSHIPS**
150	Released due to **NON-ATTENDANCE, POOR PEER RELATIONSHIPS**
160	Released due to **NON-ATTENDANCE, REASON UNKNOWN**
170	Released due to **EXTENDED ILLNESS**
180	Released due to **some OTHER KNOWN REASON** (please specify) _____
198	Released due to **NO SHOW**

Gender Codes

M - Male
F - Female

Ethnic Codes

1 - American Indian
2 - Caucasian
3 - Latino/Hispanic
4 - Black
5 - Asian/Oriental

*A suspension becomes a dropout when they are categorized as a "no show" or "non-attendance" after the suspension period has passed.

BEST COPY AVAILABLE

Table C-1

Dropouts by Building and School Year

SCHOOL	Number of Dropouts During School Year																	
	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%[1]	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Central Junior	8	5.4	3	2.4	0	0.0												
North Intermediate	8	3.5	1	0.5	0	0.0												
South Intermediate	1	0.4	0	0.0	0	0.0												
Webber Junior	7	4.3	3	1.7	0	0.0												
Subtotal	24	3.1	7	1.0	0	0.0												
Arthur Hill	73	5.1	37	2.8	48	3.8												
Saginaw High	106	10.9	84	9.5	95	11.4												
Subtotal	179	7.4	121	5.5	140	4.9												
Number	203		128		140													
Total Percent of Dropouts		6.4		4.4		4.9												

[1]Percent of building enrollment.

APPENDIX D

Table D-1

Male Dropouts by Building and School Year

School	Number of Dropouts During School Year								
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Central Jr.	5	1	0						
North Int.	4	1	0						
South Int.	1	0	0						
Webber Jr.	5	3	0						
Subtotal	15	5	0						
Arthur Hill	37	20	25						
Saginaw High	65	51	66						
Subtotal	102	71	91						
TOTAL Number	117	76	91						
% of Dropouts	57.6	59.4	65.0						

APPENDIX D

Table D-2

Female Dropouts by Building and School Year

School	Number of Dropouts During School Year								
	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Central Junior	3	2	0						
North Intermediate	4	0	0						
South Intermediate	0	0	0						
Webber Junior	2	0	0						
Subtotal	9	2	0						
Arthur Hill	36	17	20						
Saginaw High	41	33	29						
Subtotal	77	50	49						
TOTAL Number	86	52	49						
% of Dropouts	42.4	40.6	35.0						

Table E-1

Dropouts by Grade and School Year

Grade	1990-91 #	1990-91 %	1991-92 #	1991-92 %	1992-93 #	1992-93 %	1993-94 #	1993-94 %	1994-95 #	1994-95 %	1995-96 #	1995-96 %	1996-97 #	1996-97 %	1997-98 #	1997-98 %	1998-99 #	1998-99 %
9th	24	11.8	7	5.5	0	0.0												
Jr. High Total	24	11.8	7	5.5	0	0.0												
10th	72	35.5	28	21.9	37	26.4												
11th	69	34.0	31	24.2	47	33.6												
12th	38	18.7	62	48.4	56	40.0												
Sr. High Total	179	88.2	121	94.5	140	100.0												
SYSTEM TOTAL	203	100.0	128	100.0	140	100.0												

Table F-1

Dropouts by Age and School Year

Age	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
14	1	0.5	0	0.0	0	0.0												
15	21	10.3	10	7.8	7	5.0												
16	37	18.2	28	21.9	34	24.3												
17	63	31.0	33	25.8	51	36.4												
18	54	26.6	34	26.6	32	22.9												
19	20	9.9	19	14.8	10	7.1												
20 & Over	7	3.5	4	3.1	6	4.3												
TOTAL	203	100.0	128	100.0	140	100.0												

APPENDIX G

Table G-1

Dropouts by School Year and Racial/Ethnic Background

Year	RACE					
	Black	White	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	Total
1990-91						
Enrollment	1,732	1,048	358	30	10	3,178
% of Total Enrollment	54.5	33.0	11.3	0.9	0.3	100.0
# of Dropouts	124	48	30	1	0	203
% of All Dropouts	61.1	23.6	14.8	0.5	0.0	100.0
% of R/E Dropped Out	7.2	4.6	8.4	3.3	0.0	6.4
1991-92						
Enrollment	1,527	1,016	330	29	4	2,906
% of Total Enrollment	52.6	35.0	11.3	1.0	0.1	100.0
# of Dropouts	91	17	20	0	0	128
% of All Dropouts	71.1	13.3	15.6	0.0	0.0	100.0
% of R/E Dropped Out	6.0	1.7	6.1	0.0	0.0	4.4
1992-93						
Enrollment	1,555	945	320	26	3	2,849
% of Total Enrollment	54.6	33.2	11.2	0.9	0.1	100.0
# of Dropouts	85	30	25	0	0	140
% of All Dropouts	5.5	3.2	7.8	0.0	0.0	4.9
% of R/E Dropped Out						
1993-94						
Enrollment						
% of Total Enrollment						
# of Dropouts						
% of All Dropouts						
% of R/E Dropped Out						

Table H-1

Dropouts by Reason and School Year

Reason	1990-91 #	1990-91 %	1991-92 #	1991-92 %	1992-93 #	1992-93 %	1993-94 #	1993-94 %	1994-95 #	1994-95 %	1995-96 #	1995-96 %	1996-97 #	1996-97 %	1997-98 #	1997-98 %	1998-99 #	1998-99 %
Left: School Status Unknown	10	4.9	4	3.1	7	5.0												
Expulsion	0	0.0	0	0.0	0	0.0												
Suspension	0	0.0	4	3.1	3	2.1												
Pregnancy	2	1.0	1	0.8	1	0.7												
Marriage	0	0.0	0	0.0	0	0.0												
Non-Attendance Due To:																		
Parental Influence	4	2.0	5	3.9	0	0.0												
Lack of Interest	159	78.3	83	64.8	124	88.6												
Academic Failure	3	1.5	3	2.3	0	0.0												
Poor Pupil-Staff Relationships	1	0.5	0	0.0	0	0.0												
Poor Peer Relationships	0	0.0	0	0.0	0	0.0												
Unknown	15	7.4	26	20.3	0	0.0												
Extended Illness	2	1.0	1	0.8	2	1.4												
Military Service	1	0.5	0	0.0	0	0.0												
Employment	0	0.0	0	0.0	0	0.0												
Other	6	3.0	1	0.8	3	2.1												
TOTAL	203	100.1*	128	99.9*	140	99.9*												

*Due to rounding